



Assessment Policy: Prep – Year 10

Purpose

Assessment is an essential and integral part of the development of teaching and learning. It is a continual process, informing decisions about classroom practice and planned curriculum to ensure best outcomes for student learning. It provides a framework within which educational objectives may be set and student progress charted and expressed. It forms the basis for planning the next educational steps in response to each student's needs. Evidence collected through the College' assessment processes is used in assigning grades and writing comments for Prep – Year 10 semester reports.

As a College, we value the following when constructing assessment activities:

- They must be valid and be based on Australian Curriculum standards or prescribed in the respective QCAA syllabus
- They need to provide opportunities for students to access and discuss criteria on which they will be assessed
- They should allow students to demonstrate their learning in a variety of different modes and contexts
- They must be reliable, fair and free from bias to accurately represent a student's knowledge, understanding and skills
- They need to enable students and teachers to use feedback to enhance the learning process
- They need be inclusive and allow for individual students' needs
- They need to be regularly updated, monitored and revised according to the changing needs of students

Scope

Applies to all teaching staff and students involved in Prep – Year 10 at Chinchilla Christian College.

Policy

At Chinchilla Christian College, we believe that assessment serves three main purposes:

- Informing teachers, students and parents about what the student is already able to do.
- Informing teachers, students and parents about what has been achieved at a particular stage of learning.
- Facilitating the setting of realistic goals for student learning.

Each teacher has a responsibility to assess students, keep accurate records of their assessment and verify their assessment. A diversity of assessment types should be used to provide students with opportunities to demonstrate the achievement of a variety of outcomes in different ways.

Types of Assessment

Assessment as Learning (Formative Self-Assessment)

Involves students in the learning process where they monitor their own progress, ask questions and practice skills. They use self-assessment and teacher feedback to reflect on their learning, consolidate knowledge and work towards identified learning goals.

Assessment for Learning (Formative)

Enables teachers to use information about students' knowledge, understanding and skills to inform their teaching. Teachers provide feedback to students about their learning and how to improve.

Assessment of Learning (Summative)

Teachers use this evidence of student learning to assess student achievement against learning goals and standards.

Assessment strategies

Use authentic and contextual learning opportunities and analyse student responses against set criteria with rubrics, both student and teacher version.

Types of Assessment	
Formative	Summative
Teacher observation	Work samples
Questioning	Self-evaluation
Anecdotal records	Group tasks
Work samples	Student portfolios
Peer evaluation	Student conferences
Self-evaluation	Assignments
Group tasks	Exams
Student portfolios	Integrated tasks
Student discussions	Presenting to an audience
Student conferences	Quizzes
Presenting to an audience	Oral presentation
Quizzes	Extended research tasks

Assessment Expectations

Students' Own Work

Students are to do their own work when completing assessment, unless they are directed to work with others in the task's guidelines. Feedback provided by staff and families while a student is completing an assessment task is to be minimal and only for the purpose of encouraging students to make enhancements to their work. Others are not to do any of a student's work for them.

Due Dates

Students are required to complete assessment set by teachers within the specified timeframe. Students may be given time in class to work on their assessment. There may be checkpoints that students are to meet along the way in completing their assessment.

Drafts

Drafts for assessment tasks (excluding exams) are to be submitted before the final copy is due. Drafts need to be complete. Drafts that are submitted late or incomplete, without prior arrangement with the teacher, will result in a Responsible Thinking Referral and the student will use break times at school to complete the task. Late or incomplete submission of drafts will also involve the parents/carers of the student being informed.

Extensions

If an extension of time is needed, the student must negotiate with their teacher at least three school days prior to the due date, using the Assessment Extension Request Form (Appendix 1), unless extenuating circumstances (such as illness) occur.

Illness

If students are unable to complete an assessment task because of circumstances beyond their control, the teacher may set an alternative task or use other samples of work to evaluate a topic or subject, depending on the situation. The request for consideration must be forwarded to the teacher promptly. If illness results

in the late return of an assessment task, the student must provide the teacher with a written explanation – a letter from their parents and/or medical certificate.

Late Submission

Final copies of assessment tasks that are submitted late, without prior arrangement, will result in a Responsible Thinking Referral and the student will use break times at school to complete the task. Late submission of assessment tasks will also involve the parents/carers of the student being informed.

Changes to Due Dates

Circumstances sometimes require alterations to be made to due dates. Any changes with due dates will be communicated to students and their families.

Revision Record

Version	Approval Date	Authorised by	Effective Date	Review Cycle	Next Review
1.0	28 August 2020	Nathan McDonald	28 August	4 years	August 2024
1.1	28 August 2020	Nathan McDonald	1 January 2021	4 years	August 2024

